DOCUMENT RESUME

ED 406 360 SP 037 252

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TITLE The Development of Resource-Level Expertise and Competencies in Fields of Academic Endorsement.
INSTITUTION Concordia Coll., Ann Arbor, MI.
PUB DATE 97
NOTE 6p.
PUB TYPE Guides - Classroom Use - Instructional Materials (For Learner) (051)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Bachelors Degrees; College Students; *Degree Requirements; Education Majors; Elementary Education; Higher Education; *Independent Study; Practicums; *Preservice Teacher Education; *Resource Materials; *Student Educational Objectives; *Teacher Competencies; Undergraduate Study
IDENTIFIERS *Concordia College MI

ABSTRACT

This prospectus defines a senior project to be completed over three years in partial fulfillment of the requirements for the bachelor of arts degree in elementary education at Concordia College (Michigan). This senior project requires students to document achievement of four goals of a professional development plan: (1) a desire and capacity for self-directed learning; (2) resource-level expertise in two academic fields selected from elementary school curriculums; (3) desire and capacity for ongoing professional growth and development; (4) and leadership in peer inservice or mentoring settings. The prospectus sets objectives to be achieved: In the sophomore year the student must demonstrate ability to develop, initiate, continue, and expand professional conversations, including membership in professional organizations, participation in computer-mediated communication, and initiation of a pedagogical review of the literature in both selected academic fields. The junior year expands on these objectives and additionally requires participation in staff development seminars. The senior year objectives add design, delivery, and evaluation of a needs-based, peer-led inservice or mentoring program in each academic field. To assist the student in meeting these objectives, the prospectus lists questions and situations to be addressed in designing the development plan and also includes a list of assessment measures and indicators for each goal. (CH)

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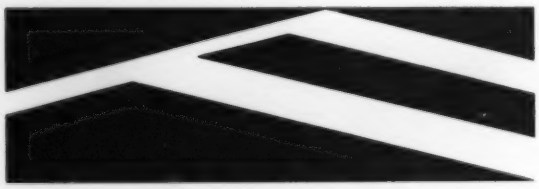
ED 406 360

THE DIVISION OF TEACHER EDUCATION
ELEMENTARY SENIOR PROJECT PROSPECTUS

THE DEVELOPMENT OF RESOURCE-LEVEL EXPERTISE & COMPETENCIES IN FIELDS OF ACADEMIC ENDORSEMENT



EDU483 SENIOR PROJECT

TO BE COMPLETED AS PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

SP 037 252

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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GOALS : EDU483 SENIOR PROJECT

Using the Senior Project: Professional Development Plan, the student will *develop* and *demonstrate*:

GOAL 1
A desire and a capacity for **(self-directed) learning** both now and in the future;

GOAL 2
Resource-level expertise (knowledge, insight, fluency) in (two) academic (endorsement) fields selected from elementary school curriculums;

GOAL 3
A desire and capacity for **ongoing professional growth and development**; and

GOAL 4 (pending)
Resource-level competency (demonstrated through the ability to provide leadership in peer inservice or mentoring settings.)

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interaction individualization interaction

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ASSESSMENT MEASURES & INDICATORS

For successful completion of this Senior Project, the student will document:

GOALS 1 & 2

- passing scores on the Michigan Tests of Teacher Competency for endorsements in (two) academic fields;
- a five-year review of the *content & pedagogical* literature for each academic endorsement field;
- a (three-year) record of memberships in professional organizations serving each academic endorsement field;
- a (three-year) record of e-mediate activity through written compilations, profiles and evaluations of resources;
- a (three-year) record of conference participation related to academic endorsement fields through a conference journal which includes:
- - descriptive paragraphs of sectionals attended (taken from the conference program)
- - reflective assessments of each of the major sessions and sectionals attended; and
- - significant ideas or connections derived from each session, if any.

GOALS 1 & 3

- Participation and learning derived from peer-led inservice/mentoring programs; and
- a three-year, personalized extension of the Professional Development Plan.

GOAL 4 (pending)

- Successful *design, delivery & evaluation* of a needs-based, peer-led inservice or mentoring program in each field.

EDU483 SENIOR PROJECT
ELEMENTARY EDUCATION

Documentation of Development Checklist

GOALS 1 & 2

- passing scores on the Michigan Tests of Teacher Competency for endorsements in (two) academic fields;
- a five-year review of the *content & pedagogical* literature for each academic endorsement field;
- a (three-year) record of memberships in professional organizations serving each academic endorsement field;
- a (three-year) record of e-mediate activity through written compilations, profiles and evaluations of resources;
- a (three-year) record of conference participation related to (two) academic endorsement fields through a conference journal which includes:
- - descriptive paragraphs of sectionals attended (taken from the conference program)
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GOALS 1 & 3

- Participation and learning derived from peer-led inservice/mentoring programs; and
- a three-year, personalized extension of the Professional Development Plan.

GOAL 4 (pending)

- Successful *design, delivery & evaluation* of a needs-based, peer-led inservice or mentoring program in each field.

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SOPHOMORE YEAR (winter term)

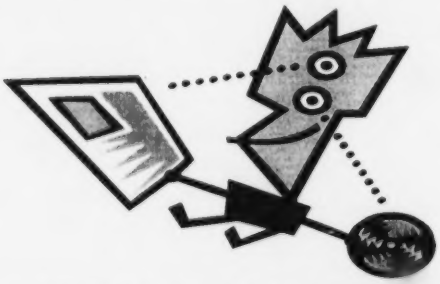
The foundations for Objective 1 are laid in EDU333 Elementary Curriculum, the first required course in elementary education.

OBJECTIVE 1
The student will *develop* and *demonstrate* the ability to *initiate, continue,* and *expand* professional conversations that are:

im-mediate
(direct interpersonal communication)
* Initiate memberships in the professional organizations of the selected academic endorsement fields; and
* participate in professional conferences & inservice or mentoring programs.

e-mediate
(computer mediated communication)
* Initiate participation and begin annotated documentation of listserves, websites& other cybersources;
* (pending) using a personal homepage as a cyber-portfolio.

mediated
(print/nonprint, static/motion media)
* Begin development of a content and pedagogical review of the literature in both academic endorsement fields.



THE TWO MAJOR OBJECTIVES OF THE ELEMENTARY SENIOR PROJECT ARE INTRODUCED IN THE SOPHOMORE & JUNIOR YEARS AND ASSESSED IN THE GRADUATION SEMESTER.

JUNIOR YEAR (both terms)

Objective 1, both terms
Objective 2. Winter term (pending)

OBJECTIVE 1
The student will *continue* to *develop* and *demonstrate* the ability to *initiate, continue,* and *expand* professional conversations through:
* renewal of professional memberships;
* participation in professional conferences related to specific academic endorsement fields and/or elementary education in general;
* participation in peer-led or professional inservice and/or mentoring programs.
* contributions as a novice resource-level expert in professional studies and other courses;
* continued participation /documentation of e-mediate activity & resources;
* continued development of (two) literature reviews.

OBJECTIVE 2 (pending)
The student will (*prepare to*) successfully design, deliver, & evaluate a needs-based, peer-led inservice or mentoring program in each academic endorsement field through:
* participation in the Senior Project Staff Development Seminars;
* cooperative development, administration, and evaluation of a needs assessment of pre-professional peers; and
* the translation of the assessment findings into a preliminary draft and calendar of Senior Inservice Programs.

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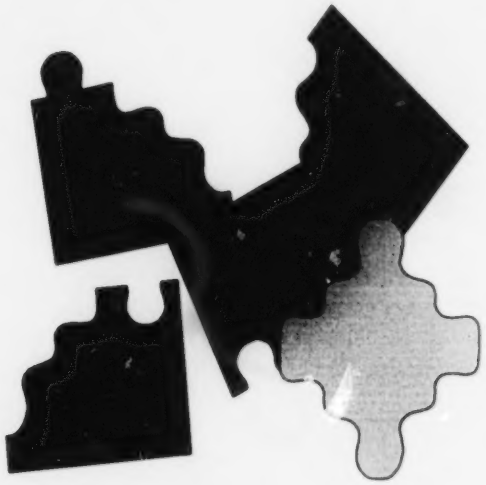
SENIOR YEAR (professional semester)

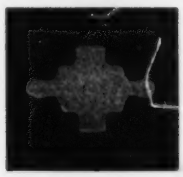
Register for one hour of EDU483 Senior Project during your professional semester.

OBJECTIVE 1
The student will:

- continue to extend the personal, professional development begun in earlier years/semesters;
- bring closure to both literature reviews; and



OBJECTIVE 2 (pending)
The student will successfully *design, deliver & evaluate* a needs-based, peer-led inservice or mentoring program in each academic endorsement field.



NON-INSERVICE REQUIKEMENTS OF THE SENIOR PROJECT MUST BE SUBMITTED FOR EVALUATION NO LATER THAN THE MIDTERM OF THE SEMESTER OF GRADUATION.

DESIGNING A PERSONALIZED PROFESSIONAL DEVELOPMENT PLAN FOR THE MAINTENANCE OF RESOURCE-LEVEL EXPERTISE IN TWO ACADEMIC ENDORSEMENT FIELDS

The student will use the following checklist to project a three-year professional development plan which specifically addresses the following questions/situations:

- What professional memberships and/or magazine subscriptions do you plan to continue/drop/add? Rationale.
- What will be your strategies for keeping up with your professional reading?
- What professional conferences would you like to/do you plan to attend?
- Project the conference of you first presentation and what your possible presentation topics might be.
- What strategies will you use to keep worthwhile ideas, gleaned from conferences, alive when you get back to your in your school and classroom?
- What are your plans for using the Internet to share, maintain, and extend your level(s) of resource expertise?
- How will you keep your literature reviews current?
- What is your timeline for earning a Master's degree?
- Present a three-year projection of your professional expenses budget including actual (and/or researched) $ amounts.

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The Development of Resource-Level Expertise & Competencies
in Fields of Academic Endorsement

Notes to readers of this document:

The four, two-column pages were designed as the front & back side of a horizontal, 11x17 inch piece of paper, folded in fourths to make a brochure. The material will be most meaningful if the brochure is reconstructed using the following guidelines.

When laid out for photocopying, the front and back sides of the master will have the following column headings:

(front)

ASSESSMENT MEA...	EDU483 SENIOR PR...	(COVER COLUMN)	GOALS: EDU483...

(back)

SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	DESIGNING A...

FOLDING INSTRUCTIONS:

Fold the 11x17 inch sheet of paper in half, creating two 8.5x11 inch halves.
Fold each end into the middle, creating four, 4.25x11 inch columns.

The correctly folded brochure will have the "cover column" on the front and
EDU483 SENIOR PROJECT on the back.

As you open the brochure to read it, the logic of the layout and folding will become apparent.

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